

## Academic Achievement

**Objectives:** All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

**Data Sources:** High school cohort outcomes files produced by ODE, Data Warehouse, CTE 90pct report produced by ODE.

Measurement	2011/12	2012/13	2013/14	2014/15 Goal	2015/16 Goal
% students graduating in four years <sup>^</sup>	77.50%	77.20%	79.70%	81%	83%
% students graduating in five years <sup>^</sup>	80.10%	81.70%	82.10%	86%	88%
% graduates* who completed Pre-Calculus, or AP/IB-level Math with a C or better	40.00%	40.60%	42.70%	45%	48%
% graduates* who completed AP/IB-level Science with a C or better	24.00%	29.10%	33.60%	40%	43%
% <del>students</del> graduates* completing a CTE Program of Study	33.50%	36.50%	36.60%	40%	43%
% SPED students graduating with an alternative certificate, GED, or modified or extended diploma within five years	22.70%	17.90%	19.30%	19%**	18%**

\*Graduates refer to students who leave school with a diploma or GED within five years of entering 9<sup>th</sup> grade.

\*\*A decrease in percent should be the result of an increase in the % of SPED students graduating with a standard diploma.

<sup>^</sup>Goals are from current Achievement Compact or apply the same methodology

## Academic Achievement Measures

### Measures

**Cohort graduation rate** is the percentage of students in the cohort earning a regular diploma or, beginning in 2010-11 for the four-year cohort and 2009-10 for the five-year cohort, a modified diploma.

**Graduates with Advanced Math Credit** is the percentage of completers in the five-year cohort who have completed 1 or more credits of Pre-Calculus or higher math with a C or better.

**Graduates with Advanced Science Credit** is the percentage of completers in the five-year cohort who have completed one or more credits AP, IB or dual-credit science courses with a C or better.

**Graduates completing a CTE Program of Study** is the percentage of completers in the five-year cohort who have earned one or more credits in technical skill-based courses as part of an Oregon state-approved CTE program, of which at least one-half credit must be designated as a required course.

**% SPED students graduating with an alternative certificate, GED, or modified or extended diploma within five years** is the percentage of students in the five-year cohort who earn an alternative certificate, GED, or modified or extended diploma.

### Definitions

The **cohort year** is the first school year in which the student first attended any high school grade in the United States or elsewhere. The cohort is adjusted for students, who transfer in, transfer out, emigrate, or are deceased.

A **completer** is any student who earns a regular, modified, extended, or adult high school diploma or a GED.

**Students with Disabilities:** A student receiving special education services reported by any district at any point during the years measured by the cohort.

**Economically Disadvantaged:** A student eligible for free or reduced lunch reported by any district at any point during the years measured by the cohort.

**Limited English Proficient:** A student receiving or was eligible for ELL services reported by any district at any point during the years measured by the cohort.

**Ever ELL:** A student receiving or was eligible for ELL services reported by any district beginning in the 2006-07 school year.

## 4-YEAR COHORT GRADUATION RATES

4 Year Cohort Graduation Rates	2005-06	2006-07*	2007-08	2008-09	2009-10	2010-11***
<b>State</b>	<b>66.2</b>	<b>66.4</b>	<b>67.2</b>	<b>68.4</b>	<b>68.7</b>	
<b>Beaverton School District</b>	<b>74.2</b>	<b>75.8</b>	<b>76.2</b>	<b>77.5</b>	<b>77.2</b>	<b>79.7</b>
Aloha High School	67.1	70.9	72.3	72.7	67.9	72.9
Arts & Communication High School	96.7	89.5	93.9	90.9	93.4	85.7
Beaverton High School	68.2	75.4	75.6	74.2	72.6	73.7
Community School	45.1	26.9	24.6	35.4	41.2	40
Health & Science School	-----	-----	81.5	65.1	72	86
ISB High	-----	95	96.6	100	98.6	100
School of Science & Technology	100	88.5	89.2	81.1	84.9	86.1
Southridge High School	85.7	84.9	85.1	88.5	83.2	88.7
Sunset High School	76	79.8	77.4	81.4	79.8	83.2
Westview High School	79.8	79.1	82.3	80.1	82.4	80.9
<b>Beaverton School District</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11***</b>
All Students	74.2	75.8	76.2	77.5	77.2	79.7
Economically Disadvantaged	58.6	59.4	63.9	62.9	62	66.2
Ever ELL*#					59.4	65.2
Limited English Proficient*##	54.6	54.9	59	52.1	50.6	49.3
Students with Disabilities	51.9	58	53.4	47.9	49.5	62.3
Asian	90.7	89	90.4	91.5	92.8	92.9
Pacific Islander**			79.2	76.9	78.6	52.4
Black	57.6	70	66.3	64	71.7	63.8
Hispanic/Latino	46.5	51.4	58.7	56.3	56.5	61
American Indian/Alaskan Native**	68.8	47.4	66.7	60.9	53.9	63.6
White	78.3	80.3	80.1	81.5	81.1	84.5
Multi-Racial	75.9	79.7	78.9	81.9	78.4	83.7
Talented and Gifted	95.4	92.4	94.3	96	95.7	96.9

\*9th Graders Entering In

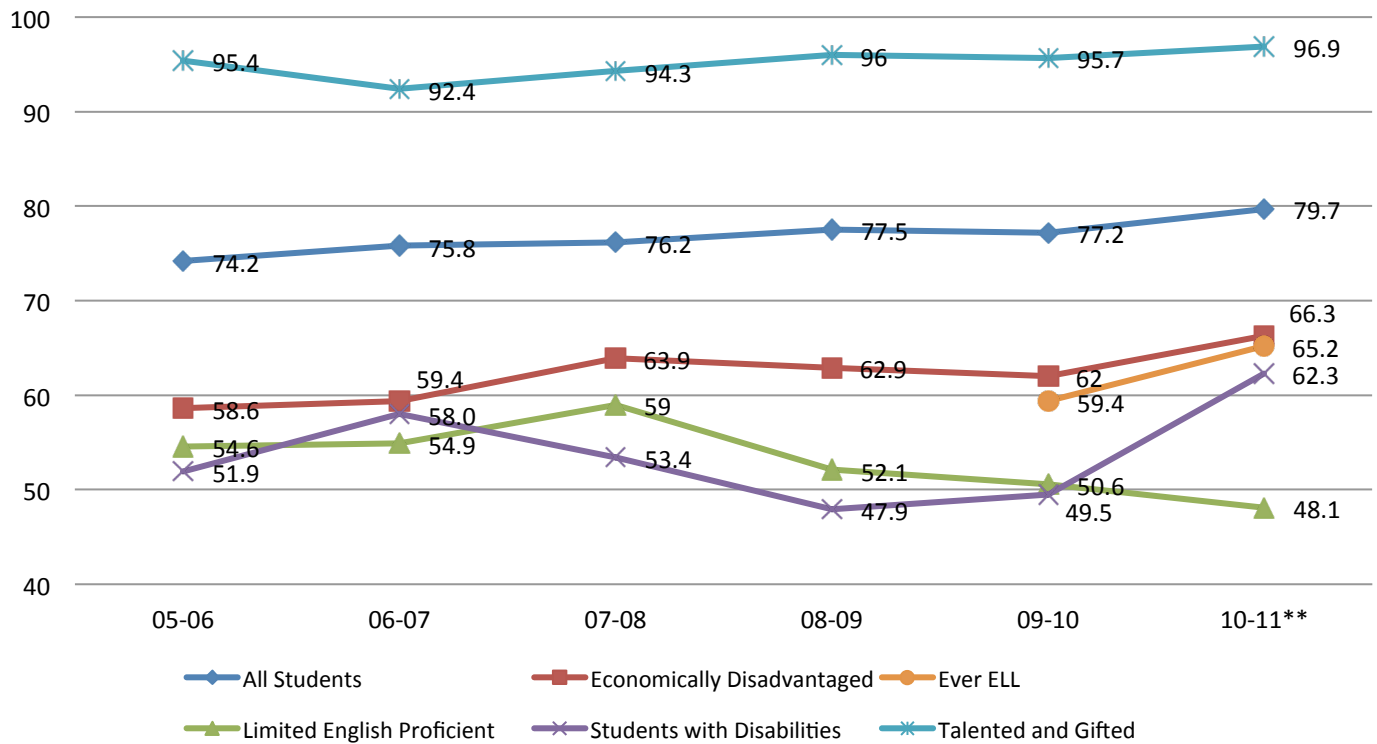
\*#Ever ELLs who have reached English proficiency

\*##Active Limited English Proficient students are currently acquiring English language skills

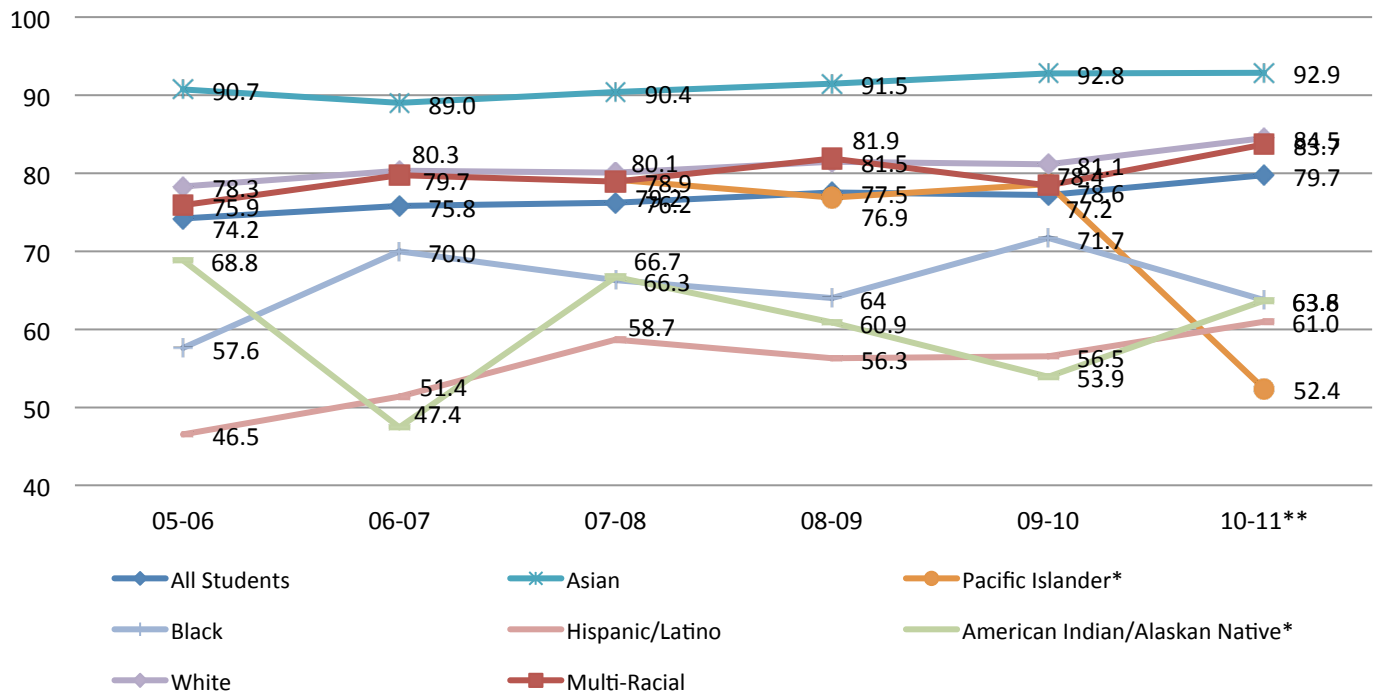
\*\*Interpret with caution – fewer than 30 students in cohort.

\*\*\*Students with modified diplomas now counted.

## BSD Four Year Cohort Graduation Rates



## BSD Four Year Cohort Graduation Rates



<b>4 YEAR COHORT GRADUATION RATES (2013-14)</b>											
	<b>BSD</b>	<b>AHS</b>	<b>ACMA</b>	<b>BHS</b>	<b>Community School</b>	<b>HS2</b>	<b>ISB</b>	<b>SST</b>	<b>SRHS</b>	<b>SHS</b>	<b>WHS</b>
All Students	79.70%	72.90%	85.70%	73.70%	40.00%	86.00%	100%	86.10%	88.70%	83.20%	80.90%
Economically Disadvantaged	66.20%	66.20%		57.90%	35.90%	82.40%			77.60%	64.30%	67.40%
Ever ELL	65.20%	59.90%		50.00%	35.50%				78.60%	66.30%	74.40%
Limited English Proficient	48.10%	39.40%		31.30%						58.50%	60.30%
Students with Disabilities	62.30%	59.00%		60.40%					75.00%	63.90%	56.10%
Asian	92.90%	91.70%							98.20%	96.40%	91.50%
Pacific Islander	52.40%										
Black	63.80%										59.30%
Hispanic/Latino	61.00%	58.50%		47.90%	30.30%				72.10%	61.30%	68.80%
American Indian/Alaskan Native	63.60%										
White	84.50%	78.70%	85.40%	82.80%			100%		91.40%	87.20%	83.70%
Multi-Racial	83.70%	82.50%							90.50%		67.60%
Talented and Gifted	96.90%	97.40%		94.60%					95.50%	98.80%	99.20%
Male	75.70%	67.00%		70.40%			100%	87.10%	84.30%	80.40%	76.00%
Female	84.00%	80.00%	93.00%	77.30%	39.50%		100%		93.00%	86.40%	85.90%

*For school disaggregation's, results for groups with fewer than 30 students are not reported.*

## 5-YEAR COHORT GRADUATION RATES

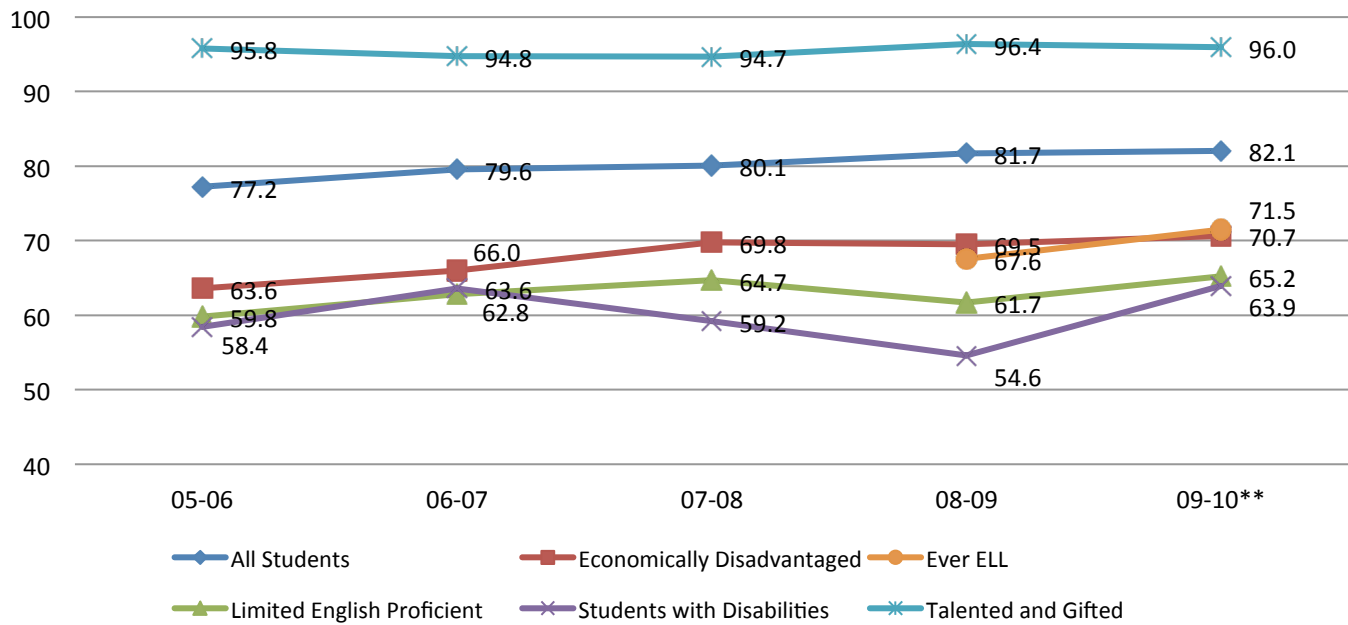
5 Year Cohort Graduation Rates	2005-06	2006-07*	2007-08	2008-09	2009-10***
<b>State</b>	69.1	70.5	72.4	73.2	
<b>Beaverton School District</b>	77.2	79.6	80.1	81.7	82.1
Aloha High School	70.5	75.7	74	79.4	75
Arts & Communication High School	98.3	95.8	97	92	94.7
Beaverton High School	70.4	77.9	77.9	75.8	78.6
Community School	62.3	47.3	50	52.8	63.8
Health & Science School	-----	-----	88.9	79	85.7
ISB High	-----	100	96.6	100	98.6
School of Science & Technology	100	92	89.2	88.6	100
Southridge High School	86.7	87.2	88	89.7	86.7
Sunset High School	76.9	83.1	80.4	84.5	82.9
Westview High School	82.2	81.9	85.2	83.9	84.9
<b>Beaverton School District</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10***</b>
All Students	77.2	79.6	80.1	81.7	82.1
Economically Disadvantaged	63.6	66	69.8	69.5	70.7
Ever ELL				67.6	71.5
Limited English Proficient	59.8	62.8	64.7	61.7	65.2
Students with Disabilities	58.4	63.6	59.2	54.6	63.9
Asian	91.5	91.7	92.2	93.5	95.6
Pacific Islander**			91.3	74.1	92.9
Black	61.9	73.5	67.7	71.1	79.2
Hispanic/Latino	51.8	58.5	65.5	65.7	66.4
American Indian/Alaskan Native**	75	52.9	53.3	62.5	61.5
White	80.9	83.6	82.6	84.6	84.5
Multi-Racial	80.8	81.8	83.7	83.9	83.6
Talented and Gifted	95.8	94.8	94.7	96.4	96
Male	74.9	76.8	76	79.4	79.1
Female	79.5	82.6	84.4	84.1	85.3

\*9th Graders Entering in

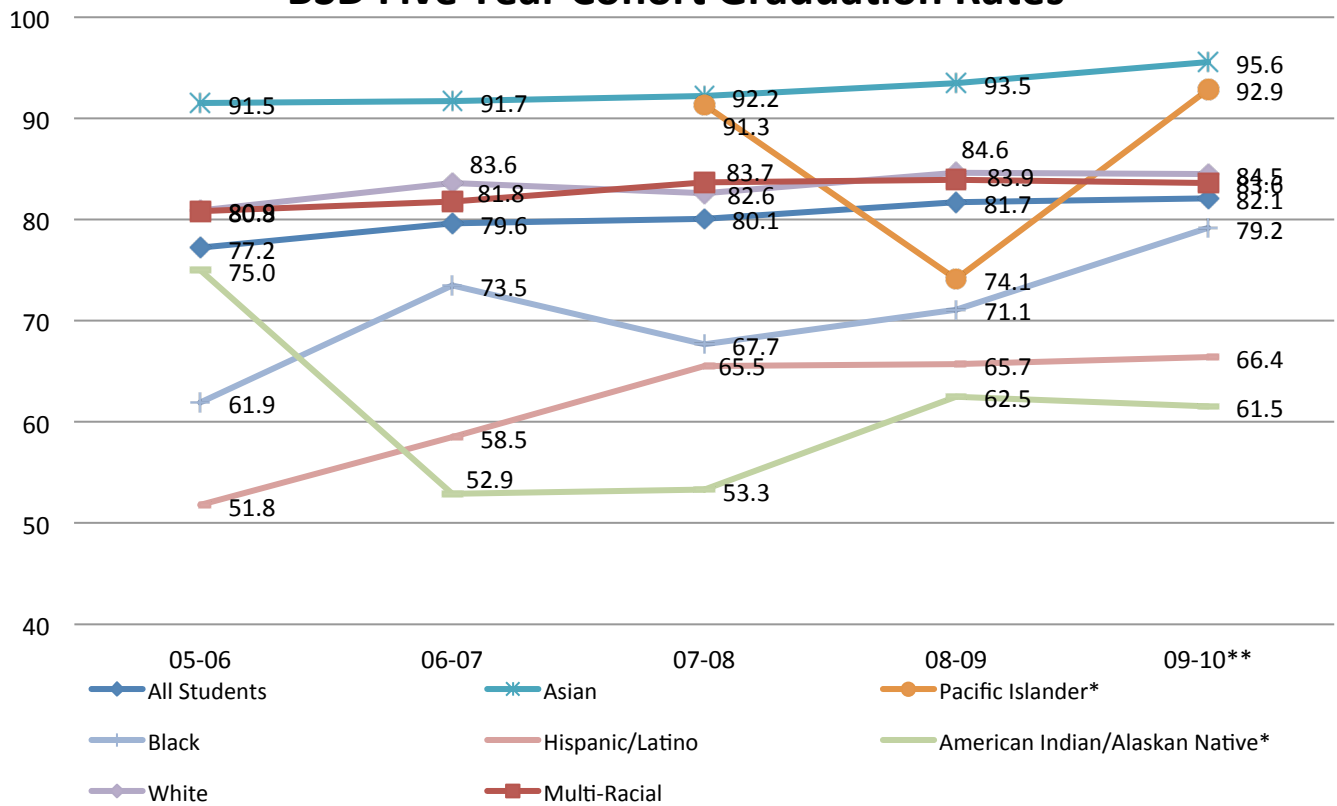
\*\*Interpret with caution – fewer than 30 students in cohort.

\*\*\*Students with modified diplomas now counted as graduates.

## BSD Five Year Cohort Graduation Rates



## BSD Five Year Cohort Graduation Rates



## 5 YEAR COHORT GRADUATION RATES (2013-14)

	BSD	AHS	ACMA	BHS	Community School	HS2	ISB	SST	SRHS	SHS	WHS
All Students	82.10%	75.00%	94.70%	78.60%	63.80%	85.70%	98.60%	100%	86.70%	82.90%	84.90%
Economically Disadvantaged	70.70%	70.80%		65.70%	62.70%	83.30%			75.00%	66.90%	73.70%
Ever ELL	71.50%	72.30%		60.30%	60.00%				72.40%	69.30%	79.10%
Limited English Proficient	65.20%	68.80%		55.90%					60.00%	55.80%	76.20%
Students with Disabilities	63.90%	61.20%		65.60%					61.70%	62.10%	64.60%
Asian	95.60%	97.10%							92.60%	98.50%	96.30%
Pacific Islander	92.90%										
Black	79.20%										
Hispanic/Latino	66.40%	65.00%		55.60%	64.50%				68.70%	67.10%	76.30%
American Indian/Alaskan Native	61.50%										
White	84.50%	79.60%	94.80%	85.10%	55.90%	88.90%	97.00%		89.70%	84.30%	83.70%
Multi-Racial	83.60%								87.90%	87.10%	83.30%
Talented and Gifted	96.00%	88.60%	93.80%	93.60%			96.00%		98.00%	96.40%	98.00%
Male	79.10%	70.50%		76.40%	77.40%	78.80%	96.90%		80.90%	79.80%	84.20%
Female	85.30%	81.00%	98.00%	80.90%	55.10%	90.90%	100%		92.40%	87.00%	85.70%

For school disaggregation's, results for groups with fewer than 30 students are not reported.



## **4 and 5-Year Graduation Rates**

### **Analysis**

#### **Successes:**

- Increase in 4-year overall graduation rates district-wide
- Increase in 5-year overall graduation rates district-wide
- High level of graduation rates for TAG students
- Beaverton is exceeding state in both 4 and 5-year grad rates

#### **Issues:**

- Overall low level of graduation rates for multiple subgroups (males, Hispanic, Black, LEP, students with disabilities, Native American)
- Gaps exist between schools for similar sub groups (Hispanic/Latino, SPED and LEP)
- There is a decrease in the percentage of Students with Disabilities and LEP students graduating within 4-years
  - Note that the 2010-2011 data for Students with Disabilities includes graduates who received a modified diploma

### **Action Plan**

#### **This year:**

- Summer school offered to all district high school students in June/July 2014 and will be offered in June/July 2015
- High School Credit Recovery classes offered this school year for seniors who need credit to graduate with class
- Additional 9<sup>th</sup> grade math/science APU for comprehensive high schools to address needs of our most academically challenged students in these two key subject areas
- ELL Research Group to review research and make recommendations about ELL service delivery, instructional practices, and professional development needs
- Completion and review a Mental Health Survey to determine the impact of mental health on the academic achievement of students
- Implementation of the early warning system at both middle and high school levels

#### **Long term:**

- Action Plan and study team around our high school special education classes and support
- Action Plan and study group regarding ELL educational model
- AVID – beginning in the fall of 2014 and consistent growth and support throughout the secondary schools
- Increased general education teacher professional development on the needs of and educational best practices for ELL students and students with Disabilities
- Implementation of the recommendations from the ELL Research Group
- A review of funding practices for ELL and Special Education to align with student need versus revenue

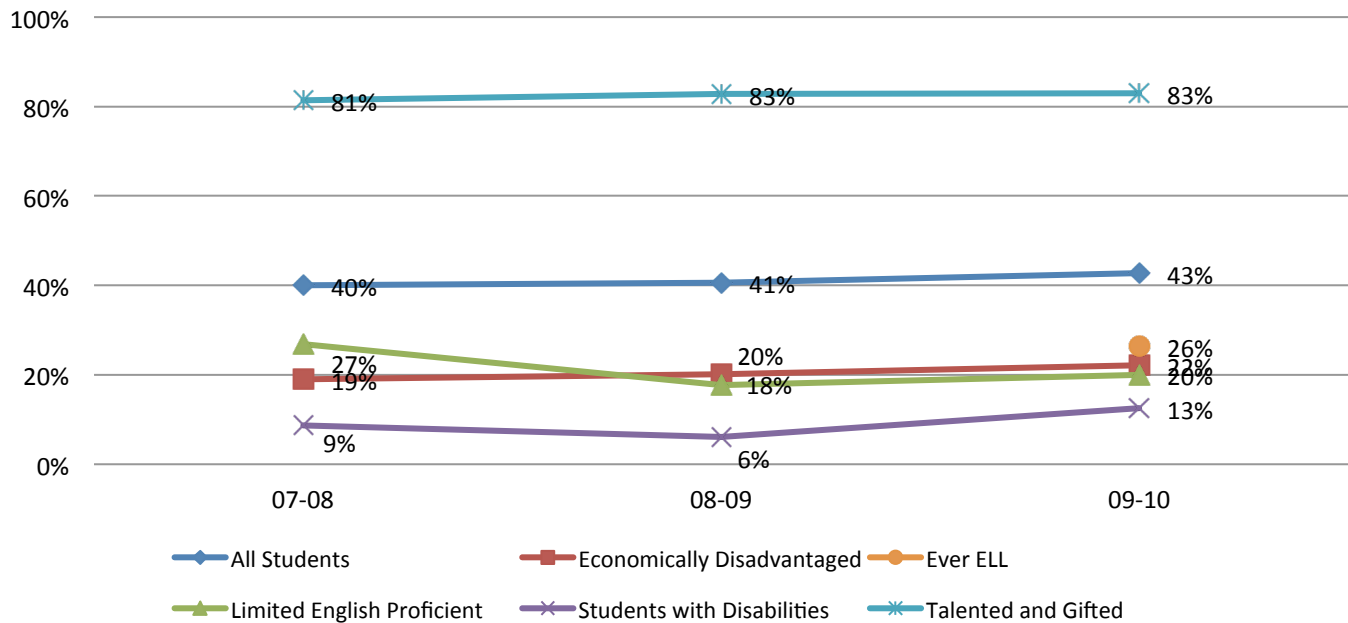
## ADVANCED MATHEMATICS

Five Year Completers with Advanced Math	2007-08*	2008-09	2009-10
<b>State</b>			
<b>Beaverton School District</b>	40%	41%	43%
Aloha High School	17%	20%	19%
Arts & Communication High School	68%	60%	66%
Beaverton High School	33%	35%	30%
Community School	10%	11%	7%
Health & Science School	80%	61%	52%
ISB High	75%	89%	99%
School of Science & Technology	71%	72%	84%
Southridge High School	46%	49%	60%
Sunset High School	54%	50%	44%
Westview High School	40%	40%	45%
<b>Beaverton School District</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
All Students	40%	41%	43%
Economically Disadvantaged	19%	20%	22%
Ever ELL			26%
Limited English Proficient	27%	18%	20%
Students with Disabilities	9%	6%	13%
Asian	67%	70%	73%
Pacific Islander**	13%	9%	14%
Black	19%	20%	19%
Hispanic/Latino	16%	17%	22%
American Indian/Alaskan Native**	15%	6%	17%
White	42%	42%	42%
Multi-Racial	43%	36%	48%
Talented and Gifted	81%	83%	83%
Male	38%	40%	41%
Female	42%	41%	45%

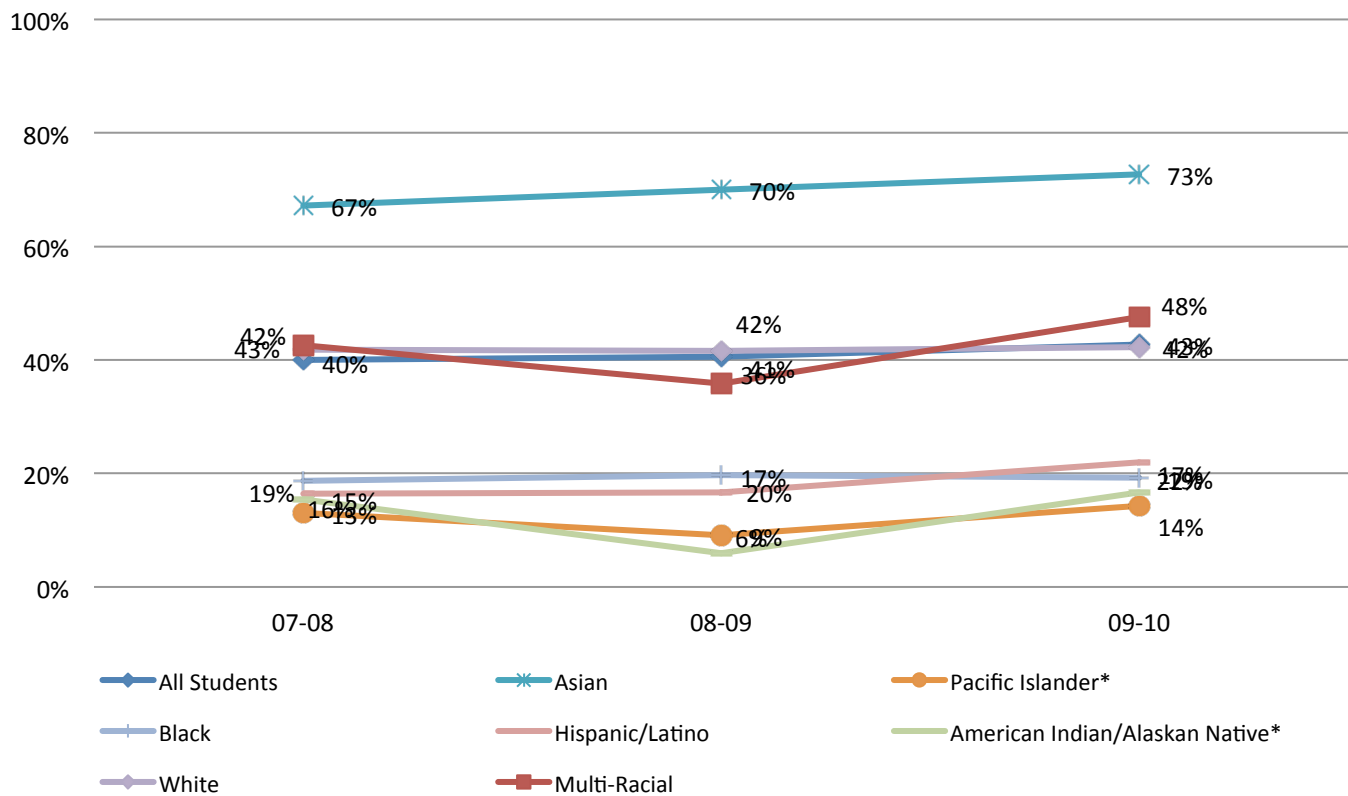
\*9<sup>th</sup> Graders Entering in –

\*\*Interpret with caution – fewer than 30 students in cohort.

## BSD 5 Year Completers with Advanced Math



## BSD 5 Year Completers with Advanced Math



Five Year Completers with Advanced Math (2013-14)	BSD	AHS	ACMA	BHS	Community School	HS2	ISB	SST	SRHS	SHS	WHS
All Students	43%	19%	66%	30%	7%	52%	99%	84%	60%	44%	45%
Economically Disadvantaged	22%	14%		15%	4%	41%			43%	14%	21%
Ever ELL	26%	20%		10%					56%	24%	30%
Limited English Proficient	20%	7%		9%							29%
Students with Disabilities	13%	5%		16%					20%	7%	7%
Asian	73%	21%							90%	75%	80%
Pacific Islander	14%										
Black	19%										
Hispanic/Latino	22%	16%		14%					45%	20%	15%
American Indian/Alaskan Native	17%										
White	42%	21%	71%	33%		59%	97%		58%	42%	39%
Multi-Racial	48%								60%	46%	40%
Talented and Gifted	83%	61%		64%					94%	85%	86%
Male	41%	16%		31%			100%		58%	42%	43%
Female	45%	22%	66%	30%		61%	98%		62%	46%	47%

*For school disaggregation's, results for groups with fewer than 30 students are not reported.*

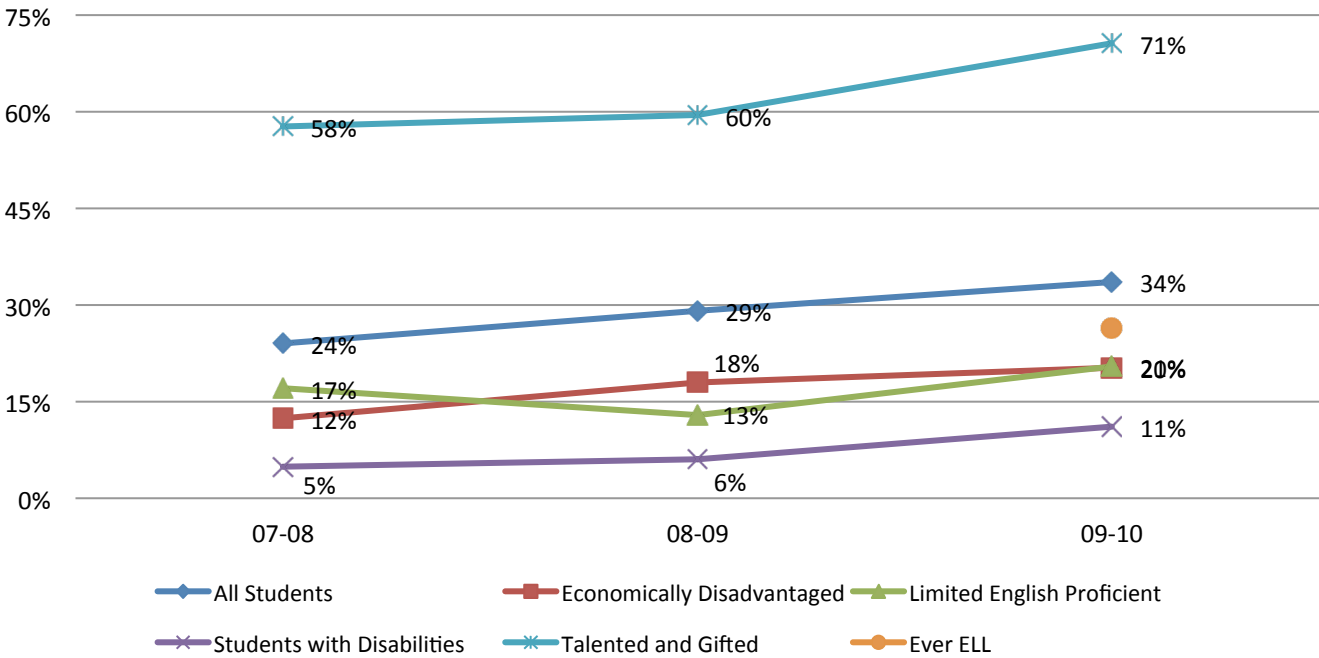
## ADVANCED SCIENCE

Five Year Completers with Advanced Science	2007-08*	2008-09	2009-10
<b>State</b>			
<b>Beaverton School District</b>	24%	29%	34%
Aloha High School	13%	17%	17%
Arts & Communication High School	0%	1%	0%
Beaverton High School	22%	22%	18%
Community School	4%	0%	6%
Health & Science School	69%	94%	94%
ISB High	89%	87%	89%
School of Science & Technology	62%	69%	81%
Southridge High School	22%	32%	32%
Sunset High School	27%	30%	31%
Westview High School	27%	37%	50%
<b>Beaverton School District</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
All Students	24%	29%	34%
Economically Disadvantaged	12%	18%	20%
Ever ELL			26%
Limited English Proficient	17%	13%	21%
Students with Disabilities	5%	6%	11%
Asian	51%	59%	65%
Pacific Islander**	13%	5%	7%
Black	13%	12%	21%
Hispanic/Latino	10%	15%	20%
American Indian/Alaskan Native**	15%	12%	6%
White	22%	26%	31%
Multi-Racial	28%	32%	33%
Talented and Gifted	58%	60%	71%
Male	24%	30%	33%
Female	24%	28%	34%

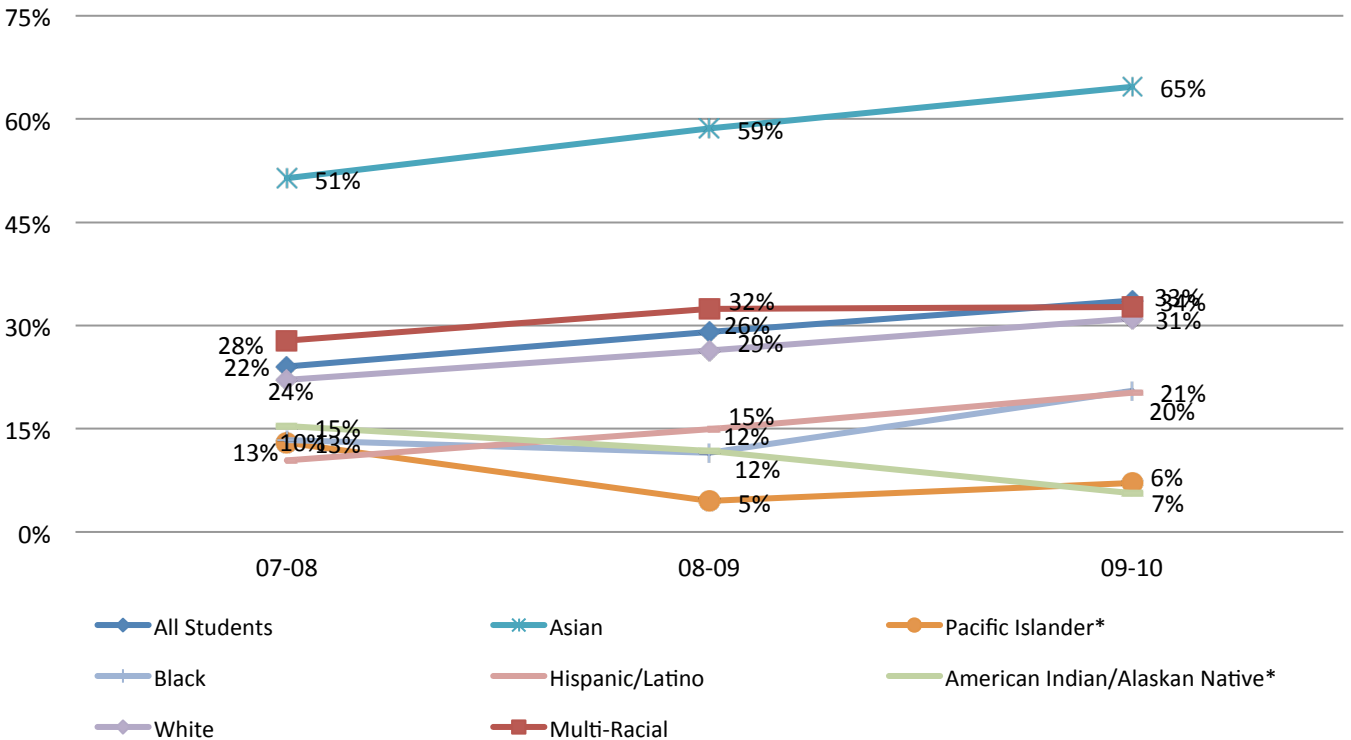
\*9<sup>th</sup> Graders Entering In

\*\*Interpret with caution – fewer than 30 students in cohort.

# **BSD 5 Year Completers with Advanced Science**



# **BSD 5 Year Completers with Advanced Science**



Five Year Completers with Advanced Science (2013-14)	BSD	AHS	ACMA	BHS	Community School	HS2	ISB	SST	SRHS	SHS	WHS
All Students	34%	17%	0%	18%	6%	94%	89%	81%	32%	31%	50%
Economically Disadvantaged	20%	14%		12%	4%	95%			20%	7%	29%
Ever ELL	26%	12%		10%	6%				37%	20%	34%
Limited English Proficient	21%	7%		11%							25%
Students with Disabilities	11%	2%		9%					8%	2%	14%
Asian	65%	18%							70%	64%	73%
Pacific Islander	7%										
Black	21%										
Hispanic/Latino	20%	9%		12%					22%	11%	28%
American Indian/Alaskan Native	6%										
White	31%	23%	0%	19%		94%	91%		28%	28%	47%
Multi-Racial	33%								27%	29%	47%
Talented and Gifted	71%	49%		53%					71%	72%	87%
Male	33%	16%		19%			87%		37%	31%	46%
Female	34%	19%	0%	18%		95%	90%		28%	31%	53%

*For school disaggregation's, results for groups with fewer than 30 students are not reported.*

## **Advanced Math & Science**

### **Analysis**

#### **Successes:**

- A District increase in the overall % of students graduating with advanced level math and science courses
- Increase in students graduating with advanced level science courses. This should continue to increase as our first 4-year cohort group of students to complete the new science sequence graduates in 2016 (Increase in science of over 9%)
- Increase percentage of students completing Pre-Calculus or AP/IB-level math with a C or better
- Increase percentage of students who completed AP/IB level science courses with a C or better

#### **Issues:**

- Students with Disabilities, LEP students, and historically under-represented students are not completing advanced math and science courses at the same rate as their peers
- LEP students continue to under perform in all areas as compared to their English-speaking peers
- Staffing ratios for special education resource room teachers and ELL teachers are higher than they have been
- Do all students have access to advanced science classes now that the new science sequence prepares students for a 4<sup>th</sup> year of science?

### **Action Plan**

#### **This year:**

- 9<sup>th</sup> grade math and science intervention positions allocated in each of the comprehensive high schools
- Field Biology classes at Terra Nova are gaining momentum
- ELL Research Group to review research and make recommendations about ELL service delivery, instructional practices, and professional development needs
- A review of High School resource room instructional practices and design for Students with Disabilities
- Completion and review a Mental Health Survey to determine the impact of mental health on the academic achievement of students
- The creation and implementation of a Dually Identified work group to determine appropriate evaluation and instructional practices for students who are ELL and have a disability
- Science professional development PLC's for Physics, Chemistry and Biology
- Implementation of AVID classes

#### **Long term:**

- Investigation and implementation of a new math sequence will increase the percentage of students accessing higher-level math courses before graduation
- Increased general education teacher professional development on the needs of and educational best practices for ELL students and students with Disabilities
- Implementation of the recommendations from the ELL Research Group
- Implementation of the recommendations from the high school Resource Room group
- Implementation of the recommendations from the Dually Identified work group
- A review of funding practices for ELL and Special Education to align with student need versus revenue
- Teach for Beaverton partnership
- High school STEM

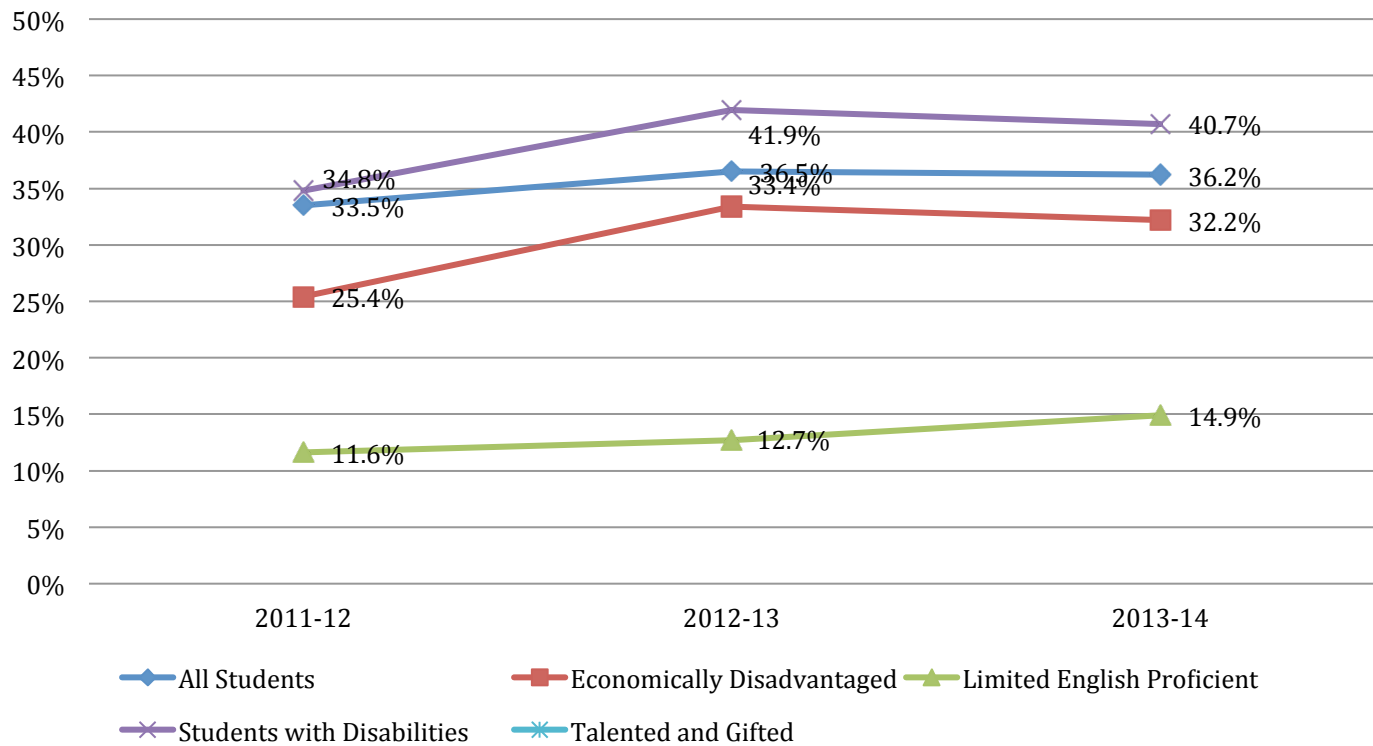


## CTE PROGRAM OF STUDY

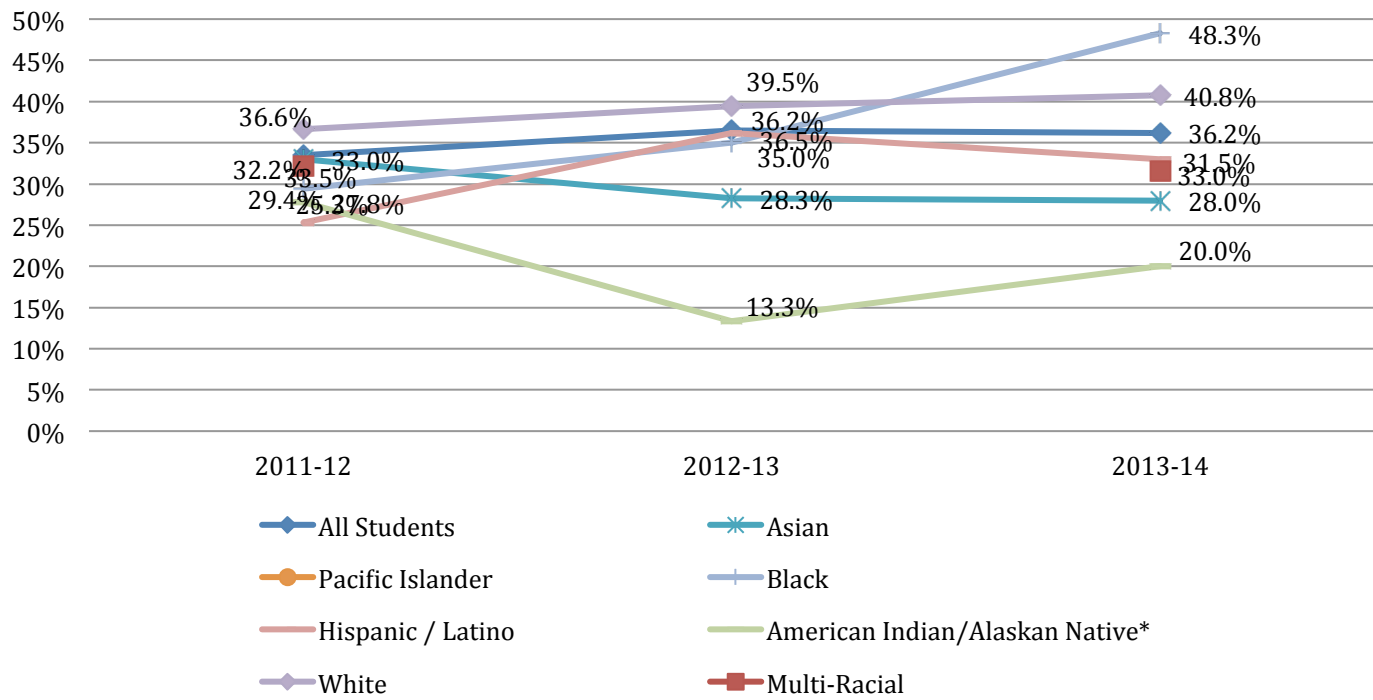
STUDENTS COMPLETING A CTE PROGRAM OF STUDY			
Beaverton School District	2011-12	2012-13	2013-14
All Students	33.50%	36.50%	36.20%
Economically Disadvantaged	25.40%	33.40%	32.20%
Limited English Proficient	11.60%	12.70%	14.90%
Students with Disabilities	34.80%	41.90%	40.70%
Asian	33.00%	28.30%	28.00%
Pacific Islander			
Black	29.40%	35.00%	48.30%
Hispanic / Latino	25.30%	36.20%	33.00%
American Indian/Alaskan Native*	27.80%	13.30%	20.00%
White	36.60%	39.50%	40.80%
Multi-Racial	32.20%		31.50%
Talented and Gifted			
Male	41.40%	42.40%	43.40%
Female	25.40%	30.50%	30.30%
School Name	2011-12	2012-13	2013-14
Aloha High School	31.80%	44.40%	45.10%
Arts & Communication Magnet Academy	0.00%	0.00%	0.00%
Beaverton High School	54.00%	43.10%	44.50%
Community School	49.00%	32.40%	50.80%
Health & Science School	52.60%	100.00%	96.10%
International School of Beaverton	0.00%	0.00%	0.00%
School of Science & Technology	0.00%	0.00%	0.00%
Southridge High School	29.90%	31.80%	33.10%
Sunset High School	44.30%	43.40%	41.80%
Westview High School	40.60%	29.90%	37.60%

A CTE concentrator is defined as a student who has earned a minimum of 1.0 credit of CTE courses, with at least .5 credit being designated by the school as 'required.' In this use, 'required' means that this course curriculum and instruction is based on industry-recognized standards approved for the applicable CTE program and may be addressed by the technical skill assessment used to measure student achievement.

## BSD Students Completing a CTE Program of Study



## BSD Students Completing a CTE Program of Study



Students Completing a CTE Program of Study (2013-14)	BSD	AHS	ACMA	BHS	Community School	HS2	ISB	SST	SRHS	SHS	WHS
All Students	36.20%	45.10%		44.50%	50.80%	96.10%			33.10%	41.80%	37.60%
Economically Disadvantaged	32.20%	36.90%		24.30%	23.10%	81.30%			21.60%	23.00%	39.70%
Limited English Proficient	14.90%										25.70%
Students with Disabilities	40.70%	33.30%		41.90%	21.10%				45.50%	45.60%	94.30%
Asian	28.00%	44.10%		66.70%					26.80%	31.60%	30.80%
Pacific Islander											
Black	48.30%										
Hispanic / Latino	33.00%	37.40%		28.10%					25.50%	19.40%	40.30%
American Indian/Alaskan Native*	20.00%										
White	40.80%	48.80%		47.20%					34.70%	50.60%	42.20%
Multi-Racial	31.50%	54.50%		40.00%					39.50%		23.30%
Talented and Gifted											
Male	43.40%	53.70%		40.00%					45.40%	53.40%	46.50%
Female	30.30%	35.70%		49.10%	29.40%	87.50%			22.10%	28.70%	29.30%

*For school disaggregation's, results for groups with fewer than 30 students are not reported.*

## **CTE Program of Study**

### **Analysis**

#### **Successes:**

- Overall increase by 3%
- Economically disadvantaged students increased by 7%
- Students with Disabilities are completing a CTE Program of Study at a higher percentage than all their peers
- AHS has increased by 14% over the last two years
- Nearly a 19% increase in Black students completing a CTE program of study over the past two years
- HS2 has increased by 43% of students completing a CTE program of study over the past two years
- WHS students with disabilities completing a CTE program of study at a rate of 94%
- Percentage increase in all subgroups of students completing a CTE program of study in all but three areas, Asian, American Indian/Alaskan Native, and Multi-Racial groups

#### **Issues:**

- Official “CTE” programs are a challenge to offer in all schools – especially our options and smaller high schools
- Some classes may not be classified as CTE at one school because of teacher certification so % may be misleading
- Subgroups differential with CTE credits
- Females are not accessing CTE courses at the same rate as males
- BHS down 10% over two years
- Very few ELL and TAG students are taking CTE courses
- Limitations with 7 classes versus 8 each semester in our A/B block schedule

### **Action Plan**

#### **This year:**

- We need to loosen qualifications as to what qualifies as a CTE course application process
- Investigating options available at PCC for late arrival and early release students

#### **Long term:**

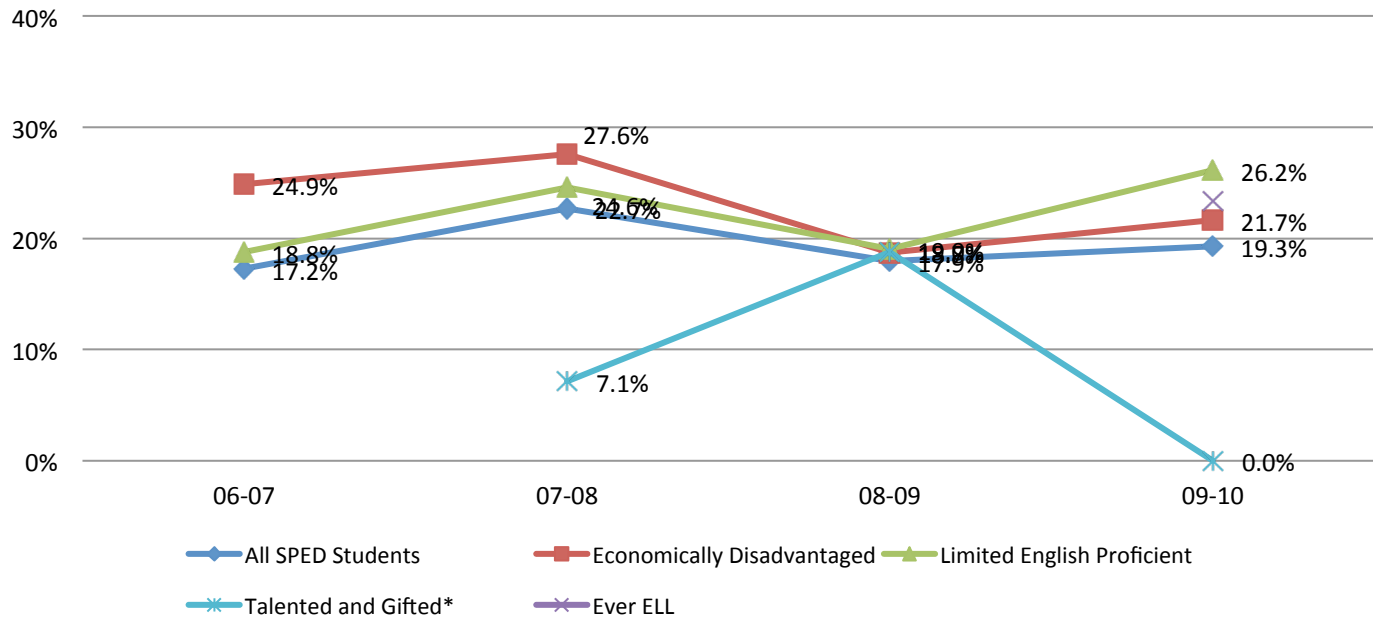
- New high school with additional CTE course offerings currently in the design (Business Education, Culinary Arts, Technology Education/Lab, Wood Shop)
- Field Biology classes at Terra Nova are gaining momentum and we need to work to create opportunities for CTE credit for students in this program
- Early release and late arrival students taking advantage of options at PCC
- Hiring district coordinators to research and connect students to internships and job shadows
- On-going development of partnerships locally for access to internships and job shadows

# SPECIAL EDUCATION STUDENTS – ALTERNATIVE OR MODIFIED DIPLOMAS

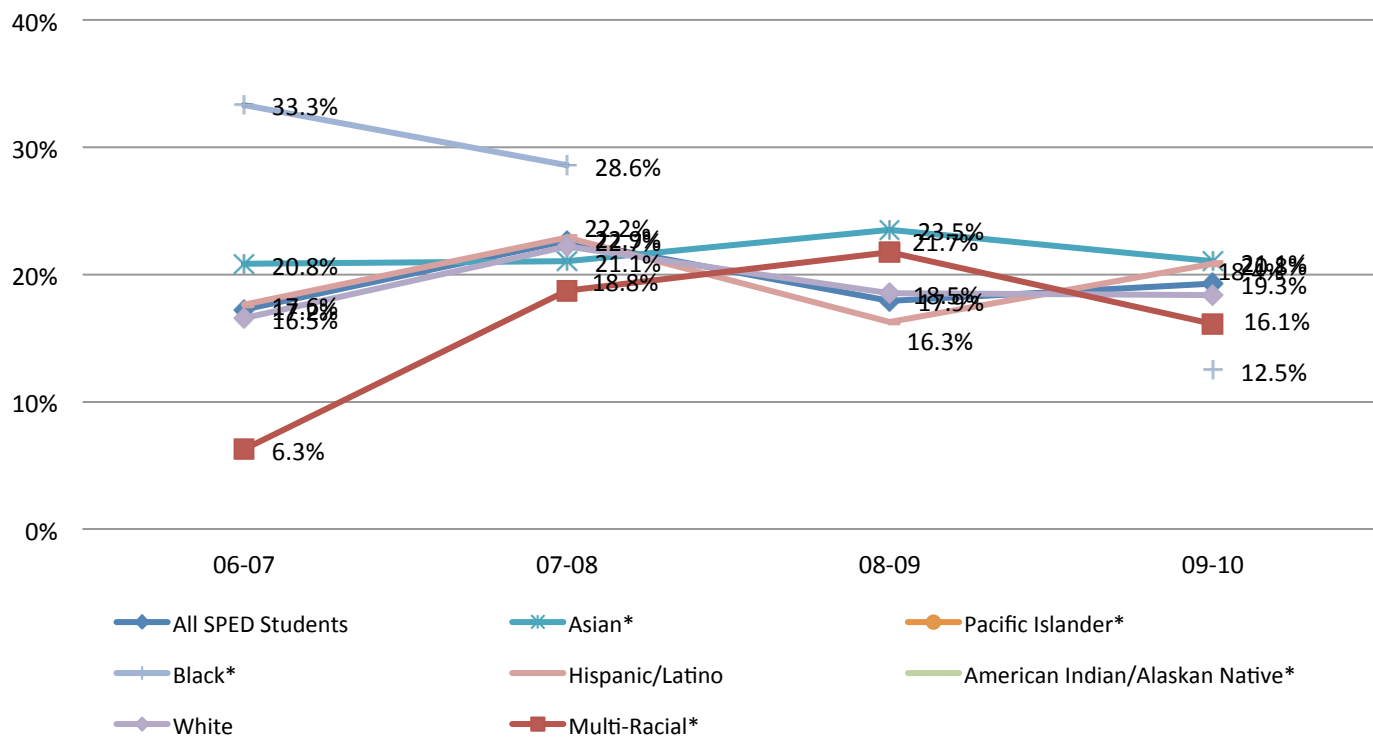
% SPED students graduating with an alternative certificate or modified diploma in five years	2005-06	2006-07*	2007-08	2008-09	2009-10
<b>State</b>					
<b>Beaverton School District</b>		17.20%	22.70%	17.90%	19.30%
Aloha High School		26.00%	23.90%	15.30%	27.10%
Arts & Communication High School					
Beaverton High School		18.40%	23.30%	26.60%	23.40%
Community School*		0.00%	20.00%	5.30%	16.00%
Health & Science School		---			7.10%
ISB High					
School of Science & Technology					
Southridge High School		25.50%	21.40%	19.20%	21.70%
Sunset High School		10.00%	24.00%	25.90%	18.20%
Westview High School		18.40%	26.20%	13.90%	13.80%
<b>Beaverton School District</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
All SPED Students		17.20%	22.70%	17.90%	19.30%
Economically Disadvantaged		24.90%	27.60%	18.70%	21.70%
Ever ELL					23.40%
Limited English Proficient		18.80%	24.60%	19.00%	26.20%
Students with Disabilities		NA	NA	NA	NA
Asian*		20.80%	21.10%	23.50%	21.10%
Pacific Islander*					
Black*		33.30%	28.60%		12.50%
Hispanic/Latino		17.60%	22.90%	16.30%	20.80%
American Indian/Alaskan Native*					
White		16.50%	22.20%	18.50%	18.40%
Multi-Racial*		6.30%	18.80%	21.70%	16.10%
Talented and Gifted*			7.10%	18.80%	0.00%
Male		15.80%	21.60%	17.30%	18.40%
Female		19.90%	24.60%	19.20%	21.20%

\*9<sup>th</sup> Graders entering In – Interpret with caution – fewer than 30 students in cohort.

### % SPED students graduating with an alternative certificate or modified diploma in five years



### % SPED students graduating with an alternative certificate or modified diploma in five years



<b>% SPED students graduating with an alternative certificate or modified diploma in five years (2013-14)</b>	<b>BSD</b>	<b>AHS</b>	<b>ACMA</b>	<b>BHS</b>	<b>Community School</b>	<b>HS2</b>	<b>ISB</b>	<b>SST</b>	<b>SRHS</b>	<b>SHS</b>	<b>WHS</b>
All Special Education Students	19.30%	27.10%		23.40%	16.00%	7.10%			21.70%	18.20%	13.80%
Economically Disadvantaged	21.70%	27.40%		26.50%						18.20%	
Ever ELL	23.40%										
Limited English Proficient	26.20%										
Students with Disabilities	NA										
Asian	21.10%										
Pacific Islander*											
Black	12.50%										
Hispanic/Latino	20.80%										
American Indian/Alaskan Native*											
White	18.40%	28.30%		24.40%					19.50%	9.10%	14.00%
Multi-Racial	16.10%										
Talented and Gifted	0.00%										
Male	18.40%	24.60%		22.20%					23.80%	16.70%	11.40%
Female	21.20%										

## **Special Education Graduation Rates**

### **Analysis**

#### **Successes:**

- Out-pacing typical peers on 5-year graduation rates

#### **Issues:**

- 20% of students with disabilities are not graduating with a standard diploma
- 30% of students with disabilities are not earning any diploma within 5 years

### **Action Plan**

#### **This year:**

- A review of High School resource room instructional practices and design for Students with Disabilities
- The creation and implementation of a Dually Identified work group to determine appropriate evaluation and instructional practices for students who are ELL and have a disability
- Implementation of Unique and Link Curriculum
- Implementation of standards based IEP
- Learning target articulation for SPED programs and middle and high school resource rooms
- Specialized program learning teams
- Revamping SLD evaluation process

#### **Long term:**

- Implementation of the recommendations from the High School resource room group
- Implementation of the recommendations from the Dually Identified work group